

## Textbook Alignment to the Utah Core –Ceramics

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list  
([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).) Yes \_\_\_\_\_ No \_\_\_\_\_*

Name of Company and Individual Conducting Alignment: \_\_\_\_\_

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Ceramics Core Curriculum

Title: \_\_\_\_\_ ISBN#: \_\_\_\_\_

Publisher: \_\_\_\_\_

Overall percentage of coverage in the *Student Edition (SE) and Teacher Edition (TE)* of the Utah State Core Curriculum: \_\_\_\_\_%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: \_\_\_\_\_%

**STANDARD I: (Making):** Students will assemble and create ceramics by manipulating art media and by organizing images with the elements and principles.

Percentage of coverage in the *student and teacher edition* for Standard I: \_\_\_\_\_%

Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I: \_\_\_\_\_%

**OBJECTIVES & INDICATORS**

Coverage in *Student Edition(SE) and Teacher Edition (TE)* (pg #'s, etc.)

Coverage in *Ancillary Material* (titles, pg #'s, etc.)

*Not covered in TE, SE or ancillaries* ✓

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| <b>Objective A: Explore, understand, refine techniques and processes in a variety of media.</b>                  |   |  |   |  |
| •  | Experience and control a variety of ceramic media, including current arts-related technologies.                           |  |   |  |
| •  | Select and analyze the expressive potential of ceramic media, techniques, and processes.                                  |  |   |  |
| •  | Practice safe and responsible use of art media, equipment, and studio space.  |  |   |  |
| <b>Objective B: Explore how works of art are organized using art elements and principles.</b>                    |   |  |   |  |
| •  | Create expressive ceramics using art elements, including form, shape, negative space, and texture.                        |  |   |  |
| •  | Create expressive works of art using principles to organize elements, including contrast, repetition, balance, and unity. |  |   |  |
| <b>STANDARD II: (Perceiving): Students will find meaning by analyzing, criticizing, and evaluating ceramics.</b> |   |  |   |  |
| <b>Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %</b>                 |   | <b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %</b> |   |  |
| <b>OBJECTIVES &amp; INDICATORS</b>   |   | <b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>  | <b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b> | <b><i>Not covered in TE, SE or ancillaries</i> ✓</b> |
| <b>Objective A: Critique ceramics works.</b>   |   |  |   |  |
| •  | Analyze ceramic works regarding use of art elements and principles.   |  |   |  |
| •  | Examine the functions of ceramics.  |  |   |  |
| •  | Interpret ceramic works.  |  |   |  |
| <b>Objective B: Evaluate ceramics.</b>   |   |  |   |  |
| •  | Analyze and compare ceramic works using a variety of aesthetic approaches.  |  |   |  |
| •  | Evaluate ceramics based on forming techniques, effective use of art elements and principles, fulfillment of functions,    |  |   |  |

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|   | impact of content, expressive qualities, and aesthetic significance.   |  |   |  |
| <b>STANDARD III: (Expressing): Students will create meaning in ceramics.</b>  |  |  |   |  |
| Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %                                  |  | Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ % |   |  |
| <b>OBJECTIVES &amp; INDICATORS</b>  |  | <b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>                                    | <b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b> | <b><i>Not covered in TE, SE or ancillaries</i> ✓</b> |
| <b>Objective A: Create content in ceramics.</b>   |  |  |   |  |
| •   | Identify subject matter, metaphor, themes, symbols, and content in ceramics.   |  |   |  |
| •   | Create ceramics that effectively communicate subject matter, metaphor, themes, symbols, or individually conceived content.           |  |   |  |
| •   | Create divergent, novel, or individually inspired applications of ceramic media or art elements and principles that express content. |  |   |  |
| <b>Objective B: Curate ceramics ordered by medium and content.</b>  |  |  |   |  |
| •   | Organize a portfolio that expresses a purpose such as mastery of a medium, objectives of this Core, or significant content.          |  |   |  |
| •   | Exhibit ceramics selected by themes such as mastery of a medium, Core objectives, and significant content.                           |  |   |  |
| <b>STANDARD IV: (Contextualizing): Students will find meaning in ceramics through settings and other modes of learning.</b> |  |  |   |  |
| Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %                                   |  | Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %  |   |  |
| <b>OBJECTIVES &amp; INDICATORS</b>  |  | <b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>                                    | <b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b> | <b><i>Not covered in TE, SE or ancillaries</i> ✓</b> |
| <b>Objective A: Align ceramics according to history, geography, and personal experience.</b>                                |  |  |   |  |

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| •  | Use visual characteristics to group ceramic works into historical, social, and cultural contexts; e.g., cubist view of the Egyptians, tenebrism of the Baroque. |  |  |
| •  | Analyze the impact of time, place, and culture on ceramics.   |  |  |
| •  | Evaluate own relationship with artworks from various periods in history.  |  |  |
| <b>Objective B: Synthesize ceramics with other education subjects.</b>         |   |  |  |
| •  | Integrate the ceramics with dance, music, and theater.  |  |  |
| •  | Explore how ceramics can be integrated across disciplines.  |  |  |
| <b>Objective C: Evaluate the impact of ceramics on life outside of school.</b> |   |  |  |
| •  | Examine careers related to ceramics.  |  |  |
| •  | Predict how ceramics can add quality to life and lifelong learning.   |  |  |